

for reconstruction which every member pledged herself to carry out on her return to her home country. Then there was the International Working Women's Congress in Washington, where the old cry for protection for women in industry was utterly annihilated and the new one of equality in wage and opportunity in every trade and profession was raised by Miss MacArthur, the leader of the working women's deputation from Great Britain. "We take all labor to be our province," their platform declared and added their demands for an eight-hour working day, for a half holiday and one rest day per week, for the abolition of all child labor, and a better and equal education for children of all classes throughout the world.

This spring, the International Woman Suffrage Alliance, through the organization and members of which both of the International Women's Congresses were held, is to have its first meeting since 1913, at Madrid, Spain. One of the most amazing and encouraging signs for the new world-in-the-making is the way the Latin countries have recognized the need of women in their government control. Italy has already granted full suffrage to women, one of the reasons expressed by the legislators being that the presence of women in Parliament would subdue the violence of the Socialists, while their power of thinking would arouse the conventional formalism of the clerical party. Spain has active women suffrage organizers and it is said that they helped in winning the eight-hour day which has been granted to all workers in that country. Miss Chrystal Macmillan, recording secretary of the International Woman Suffrage Alliance, has just left for Spain. In a newspaper interview before her departure, she stated: "Our 1920 convention will be important because, for the majority of delegates, it will be the first time that they represent enfranchised women. It will also take place at a time when practically the whole world is sloughing an ancient skin and casting about for a better garment. Ideals and ideas that once were considered absurd are now accorded respectful consideration. As the International Woman Suffrage Alliance stands for progress and purity in national and international affairs as well as for the political emancipation of women, the decisions of this convention will undoubtedly influence the reshaping of continents and countries in the right direction."

"The Latin races in regard to their women have, up to the present moment, been most reactionary. Recently, however, much headway has been made in Spanish-speaking countries; and we are now receiving applications for membership from Uruguay, Nicaragua, Cuba and Mexico, which in the last year or so have formed women's suffrage associations of their own. We are having our conference in Madrid this year because our Spanish sisters have informed us that the conservative party in Spain has drafted a bill to enfranchise women which will be presented during the next parliamentary session. Our holding the convention in Madrid will give an impetus and be a great help to the suffrage movement in Spanish countries. We will not only have enfranchised delegates present but, we hope, women members of Parliament from England, the United States, Canada, Norway, Finland, Denmark, Holland, Iceland, Germany and Austria. As there is now also an enormous movement among the women of the East, we expect to have delegates present who will represent Parsees, Hindus, Mohammadans and Christian Indians."

When asked as to the program of this congress, Miss Macmillan said that plans were not yet completed, but named the following questions on which important decisions would be made.

1. Emancipation of women in those countries where the vote has not yet been won. The Alliance will decide how to help women of such nations to attain their political freedom.

2. Marriage laws, guardianship and rights of children. These differ in various countries and only in one has the married mother equal parental rights with the father. Under the new German Constitution, passed in July, in the drafting of which thirty-eight women members of Parliament took part, there is now equality of the sexes in marriage, including parental and property rights.

3. Industrial and professional status of women. Here it is the powerful trade unions that must be dealt with. Women must be allowed to enter on the same basis as men. They must have equal opportunities and equal pay for equal work. The Danish Rigsdag has recently passed a bill embodying the rule of equal pay for women in all positions under the state.

4. Widows' and mothers' pensions.

5. Women in the League of Nations and the status of women throughout the world. Nothing short of absolute equality will satisfy the International Woman Suffrage Alliance.

6. The nationality of married women. The war has shown this to be of paramount importance; and there is no other woman's reform on which it is so necessary that women should internationally pull together. A law has just been passed in Canada to enable a married woman to apply for naturalization independently of her husband. The important point is that woman should have the same right to retain the nationality of her birth as man. She should lose it only on the same conditions as a man. Canada is the only country where a woman may as yet have that nationality independent of her husband."

In closing the interview, Miss Macmillan said: "The future is brighter than ever before. Apart from the

labor movement, women seem better able than men to organize internationally. Coupled now with their new political power, this should argue well for the world's peace. Other international bodies of women are also arranging conferences. The World's Women Christian Temperance Workers will meet in London next April, and the International Council of Women will hold a convention in September in the Norwegian Storthing, it is hoped."

Surely through the education of such conferences women will make world unity and peace certain for the future. Surely thus education will receive a new impulse in our own country.

The other day I read a plea made by a prominent man of wealth in New York for the private schools. He was begging the graduates of these schools to help the institutions by contribution and declared: "The graduates of private schools, in the main, belong to the wealthier class. What would be more fitting or worthier than for them to take steps to meet the present needs of these schools and to make provision for such pensions as shall provide for the future of the older teachers? These generous days would make such action timely and possible."

These "generous days" that this gentleman refers to are unknown to most of us, unfortunately. If his plea is heeded, if the wealthier and so-called cultured classes give all their support to private schools, neglecting the interests of the public ones, how can our great public school education have proper maintenance and direction? The public schools of our country are indeed gasping for life at this moment. Teachers of merit and power are no longer able to live on the small salaries accorded them. According to Mr. Lane, Secretary of the Interior, more than 143,000 public school teachers have resigned their places in the United States during the past year. Mr. Lane declares that "this greatest bulwark against the spread of Bolshevism through the United States is crumbling." Are the teachers to be blamed for leaving their posts? Each of us can recall in our school lives some inspiring and conscientious man or woman teacher who could have earned more outside of the school room, but who sacrificed money interest for his or her love of humanity. Are we to allow this sacrifice to continue, when we know that the only cure for the disease of the world can be found in the influence of such men and women as teachers of the young? At present we cannot blame the highest type, mental

write. He tells of hundreds of American citizens of Anglo-Saxon descent, from the Middle West as well as from the South, who were hopelessly ignorant of all school learning, and of the many immigrants, from different lands, who had come to us in childhood and been allowed to grow to manhood, without learning anything of our language or methods of living. He then declares:

"The schoolmaster had quite failed these men of whom I am writing and they were being cared for instead by the soldier. They were themselves soldiers. They were getting, because they were soldiers, the instruction which the schoolmasters had neglected to give them. They had become soldiers largely in order that they might thus learn. Not one of them probably would ever have learned to read and write English, if he had not become a soldier. For this was the recruit educational center at Camp Upton that I was visiting and in which I was thus finding human clods transformed into intelligent men, mere brawn endowed with brain."

All this is alarming enough in its truth; but the most alarming part of the article to me is Mr. Johnson's plea that the government provide for the perpetuation and extension of this recruit educational system in the army. In other words, he suggests that we endow the army that it may recruit young men to give three years of their lives in learning the military mind, in order that they may learn to read and write English and become acquainted somewhat with American laws and government.

Could there be a more dangerous menace to the public school system and to future peace than this? The military mind has brought the world to where it is—in confusion, starvation and strife. And lo! we are now to blame the school teacher for our citizens' ignorance and to take away from him his control of education, putting it into the hands of the army for machine production of more military minds.

I should like to present to Mr. Johnson the statistics given by Dr. Augustus O. Thomas, State Superintendent of Public Schools in Maine. Says Dr. Thomas: "Out of 650,000 teachers in the United States 143,000, it is estimated, left the profession last year. In the last four years of war the graduates of normal schools in the United States decreased thirty per cent. One hundred thousand positions are without teachers or filled by teachers below the standard, and yet we never have in the history of America realized, as we do now, the relation of education to free government, nor have we realized before as now what our schools mean to our country. We claim about five million illiterates. The school has something to do. Only sixty per cent of the children who enter the elementary school ever complete it; only forty per cent of those who complete the elementary school enter high school and only five per cent of these complete the course."

Are we to blame the teachers for this condition, or are we to blame our government for not enforcing child labor laws, for not establishing a de-

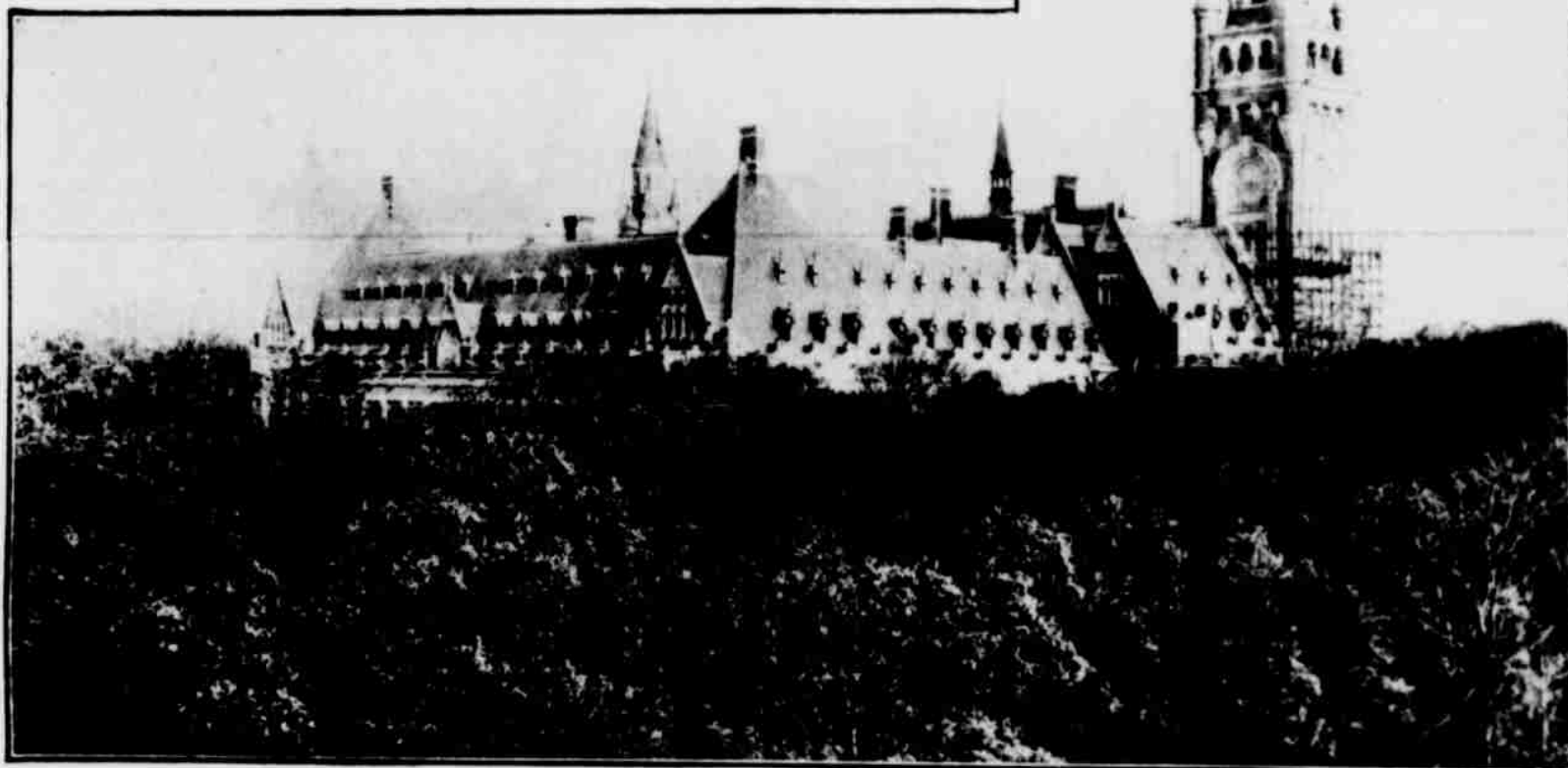
partment of education and for not properly insuring public funds, so that our best type of men and women may receive sufficient remuneration for the onerous and nerve-racking work of teaching? In place of Mr. Johnson's suggestion for bettering education, let me quote that of Dr. Thomas:

"Just now the United States Congress has before it a program for an expenditure of \$989,578,757 for the army, and \$542,031,804 for the navy, or a total of \$1,531,610,561. But all the states in the Union combined are spending less than half of this amount on the education of twenty-four million oncoming citizens. Only about \$400,000,000 yearly goes for teachers' wages. Few wise people place more money in the casket than they do in the jewel. I would spend more money for education in a democracy than for war. The coming generation will call us to reckoning unless we provide for them the elements of individual success at national strength. Will the coming generation be worth the cost?"

Let the women of the country and of the world unite with Dr. Thomas in his demand for more of our wealth to be spent upon education than upon military preparation. Today the enlightened thought of men as well as of women realizes that force and militarism can in themselves accomplish nothing. The message of the Prime Ministers of the British Commonwealth was published a few days ago for the English people. It was signed by Lloyd George, of Great Britain; Sir Robert Borden, of Canada; W. M. Hughes, of Australia; General Louis Botha, of the Union of South Africa; W. F. Massey, of New Zealand and R. A. Squires, of Newfoundland. The message declares that:

"Neither education, science, diplomacy, nor commercial prosperity, when allied with the belief in material force as the ultimate power, are real foundations for the ordered development of the world's life."

For our own beloved America, the fitful fires of progress lit by our thinking men and women in written and spoken utterances, in all educational ways, are now meeting; and the flame that soon will blaze from such contact, across the sky of life, will save us by its illumination which proceeds from love—and so is the true beacon-light for all humanity.



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and spiritual, for leaving the teaching profession for other fields. Not only are their salaries, in some cases, below the wages of street cleaners; but their liberties are few and they are often denied, by narrow and uneducated school boards, the right of expressing their beliefs or opinions, even outside of the classroom. At the recent meeting of the American Federation of Teachers in Chicago, the assembled body passed the following resolutions:

"We deprecate all attempts to limit the constitutional rights of any citizen to free speech."

"We urge that history and other textbooks contain more material on industrial and social facts and problems, as distinguished from political and military occurrences, and urge publishers to note the importance of such emphasis."

THEY further declared their need of "generous sympathy and loyalty toward each other, pledged support in constructive work, deplored the lack of pedagogical standards and the dearth of trained teachers, and hoped for the elimination of administrative incompetency from school work, as well as the power and pressure of monied and political interests." Their code of ethics ends with the following statement:

"We pledge ourselves to conserve, promote and perpetuate all those ideals that emphasize human rights and to further, in every legitimate way, the progress of our beloved country toward its high destiny here and in the councils of the world."

Surely this educational body would rise in indignation at the accusation of Willis Fletcher Johnson against the schoolmaster, published in the North American Review for January. He makes it in an article called "Students at Camp Upton," wherein he relates the deplorable fact, known by all welfare workers with the army, that twenty-five per cent of our young men of military age were found to be illiterate, "so illiterate that they could not sign their own names or read the Constitution of the United States."

In this article he tells of a young American from Philadelphia who joined the army to learn to read and